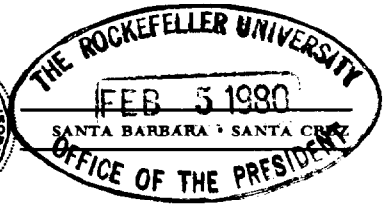


UNIVERSITY OF CALIFORNIA, SAN DIEGO

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DEPARTMENT OF COMMUNITY MEDICINE
SCHOOL OF MEDICINE

LA JOLLA, CALIFORNIA 92093

January 31, 1980

Joshua Lederberg, Ph.D.
President
The Rockefeller University
New York, NY 10021

Dear Josh:

This will respond to your note of January 18th inquiring if I had any "other writings" about organizational arrangements in medical schools related to the basic sciences.

As you will see from the enclosures, I have not devoted much recent thought to the subject. The UCSD School of Medicine "experiment" still persists, i.e., we do not have separate basic science departments in the medical school. The clinical departments share the responsibility of teaching the basic sciences to our medical students with eight departments from the general campus. The Departments of Biology and Chemistry are most heavily involved, but faculty from the behavioral science departments also teach medical students along with one or two from the humanities.

Our experiment has been successful in the sense that our students place either at, or very near, the top of National Boards Part I. However, there have been some disadvantages. Our system requires our clinical department have a strong basic orientation. Therefore, few of our full-time clinical faculty wish to see patients which has created problems in keeping the hospital and the medical school financially viable. We have also had a destructive fight between the Department of Biology and the School of Medicine related to the number of FTE faculty assigned from the School of Medicine to that department. Bill McElroy had to settle that one, but it contributed to his losing his job.

I am increasingly impressed that organizational arrangements are secondary issues. Regardless of their departmental affiliation, faculty are usually able to agree as to what should be taught to the medical student and what should be done for the sick patient. Therefore, our students and patients act as the strongest cohesive forces within the school. I'm also impressed that there is increasing cooperation between various elements of our faculty in the development of mission-oriented centers and institutes and in carrying out cooperative research. Committee structure and collective decision-making should be centered around these issues rather than tightly organized along classical departmental lines. If an academic institution ever begins to look like a military organization, this is a sure sign that it is moribund.

I hope that this is what you wanted.

With best regards,

Joseph Stokes III, M.D.
Professor

JS:sd
Enclosures